A Study of Academic Resilience of Senior Secondary School Students in Relation to Their Achievement Motivation, Learning Outcomes and Family Environment

ए स्टडी ऑफ अकेडमिक रेसिलिएन्स ऑफ सीनियर सेकेंडरी स्कूल स्टूडेंट्स इन रिलेशन टू देयर अचीवमेंट मोटिवेशन, लर्निंग आउटकमस एंड फैमिली एनवायरमेंट

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SYNOPSIS SUBMITTED TO

CHAUDHARY DEVI LAL UNIVERSITY, SIRSA

in fulfilment for the requirement of the award of the degree

of

DOCTORATE OFPHILOSOPHY

IN

EDUCATION

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CHAUDHARY DEVILAL UNIVERSITY, SIRSA (2021

CHAPTER 1.1 INTRODUCTION

Education is the boon of humanity. All progress and prosperity of human cultures and civilization is due to education. In the past few years India has witnessed developments in many areas like industry, politics, Information technology, media and education. Although as a result of these changes every area has undergone through the process of transformation. Education is not restricted to a particular age, stage or span of life, but it is a continuous process and includes all the influences which act upon an individual during his passage from cradle to the grave. One of the areas where this enormous change is evident is none other than Education sector. It points out successful adaptation of an individual towards the challenging and threatening environment. In the current competitive world where students are expected to perform multi-roles with efficiency and effectiveness, it is necessary to develop their right attitude towards the unseen complexities of life and quality education. But the current system of education in India as well as in the globe is putting the future of education in a race where everyone is searching for shortcuts to achieve excellence in life. These shortcuts make our life uncomfortable like stressful and challenging. In common sense, resiliency is the capacity to recover quickly from difficulties and toughness.

Those students who possess high level of resilience also face problematic experiences or trauma in their life but some way, they are able to confront and come out of such kind of depressive conditions **(Bryan, 2005**). Academic resilience which is affected by many factors like emotional maturity, achievement motivation,learning outcomes and family-environmentare of utmost importance for entire student community especially senior secondary school students.

1.2 ACADEMIC RESILIENCE

Life is full of twists and turn from very beginning. A child struggles to get a simple try to become stable in life.Depression and life stress have become a permanent feature of modern life. Some students do not give-up the task easily rather they struggle with circumstances and successfully deal with obstacles termed as resilient.

The term resilience stems from Latin word ***resiliens*** and was originally used to refer to the pliant or elastic quality of a substance **(Joseph,1994).**

Resilience is the ability to beat the odds and bounce back despite failures.Resilience tends to the capacity that young students obtain in order to adjust or recover from adverse environmental circumstances such as failure in school, college or university, being victim of child abuse, having delinquency, being poverty prone and experiencing violence.

In literature, resilience is traditionally understood to be recovering from risk factors such as poverty, family disability, medical risk and other disadvantaged situations. It is also explained in terms of "self-righting mechanism" **(Werner & Smith, 1992**). "Typically, Resiliency has been described as the capacity for positive or successful adaptation"**Glwnnie, 2010.**

FACTOR EFFECTING RESILIENCE

Risk factors -Predict negative outcomes in the future

Protective factors -Predict positive outcomes in the future work only under adversity (**like an air bag in a car works at the time of accident**)

Risk factors are -Low self-esteem, Poor social skills, Poor problem solving, Lack of empathy, Homelessness, Family violence, Poor supervision, Lack of affection, Poor attachment to school, Divorce and family break-up,&Death a family member affects one's resilience power.

Protective Factors are - Positive emotions, Intelligence, creativity, genetic ,physical characteristic, capacity for bonding, for forming significant relationship with other; the capacity for empathy, carrying and joy, Hardiness, social competence, self- esteem and sense of purpose, Attachment to family, Empathy, Optimism, Good coping style, Positive school climate, Opportunities, meeting significant persons, Access to support services, Attachment to the community, Community norms against violence affects ones resilience power .

The concept of resilience has received great attention in social sciences research focusing on individuals with adverse life conditions, experience or context(**Masten,2001**), but academic resilience has yet to receive the rightful attention.

The study of Academic Resilience has originated from the more general concept of resilience. Student faces academic as well as social challenges at every place like classroom, home & university. Those challenges and pressure may weaken their achievement and lead to dropout development in education but despite obstacles, difficult circumstance, there are student who are able to adjust with difficulties and attain high level of academic achievement and success, because they believe that successful learning is the outcome of undying efforts and positive thinking. Such type of students is termed as academically resilient students.

According to **Catterall et.Al. (1998)** "academic resilience is the student's ability to deal effectively with academic setbacks, stress and study pressure."

Wang and Walberg (2011) defined academic resilience as "It is the success of a student despite environmental adversities."

Factors Effecting Academic Resilience

Self-belief:It is the confidence of student on him/herself which determines his/ her abilities to deal academic pressure as well as life challenges. A person with high self- belief is consider as resilient.

Value of schooling: Those learners who give more value to their school like attending the school participation in school competition or remain indulge in school activities are more resilient.

Learning focus: It is one of the most important factors.If one can be attentive in class, remain focus during learning process despite obstacles gradually turn into academic resilient.

Planning: It is the initiative to plan out by organising their thoughts and finish their task as a given time are more academic resilient.

Study Management: It is the ability of a student to utilize their study time systematically and in an effective way.

Persistence: It is the ability of a student to continue in an opinion or course of action despite difficulties.

Nowadays in the era of cut throat competition, it is very obvious that students confront many problems like complex courses, time management adjustment in behaviour. There are certain strategies which develop academic resilience among students especially in school conditions.

- **Developing positive relation**-More positive social connections between teacher-students, student and school community relations need to be promoted.
- **Nurturing positive qualities**- positive qualities, such as empathy, optimism or forgiveness should be nurtured in students and students should be given a chance to use them also.
- Qualities that are key to resilience should be identified and developed.
- Focusing on failure or negative behaviours should be avoided.
- Development of self-sufficiency among students
- Setting high expectations for students can really do wonders in the development of academic resilience. Students should be taught to set realistic and achievable goals.

Academically resilient students exhibit certain positive features like positive feeling of their culture, participation in cultural activities, being attached to native community and family, appreciative approach towards influences of elders, grandparents, and parents all leads to

development of resilience amongst students (**Bergstrom et al. (2003).** In this way, it is quite apparent that development of academic resilience is of utmost importance for student's success.

In the development of this academic resilience teachers as well as parents play key role. Teachers and parents must assist towards such students who are confronting hardships in academic field. Instead of being ever critical, they should adopt diagnostic and remedial approach in such situations in order to succeed as well as to maintain the desired level of performance in academics.

1.3 ACHIEVEMENT MOTIVATION

Motivation is the internal psychological process that activates the person to fulfil his needs by achieving the objectives. Until this process is not active in the psychological frame of a person, he will remain sit idle or perform below his ability. Motivation refers to degree of readiness of an organism to pursue some designated goal and implies the determination of the nature and locus of the forces, including the degree of readiness. One can explain it is an encouragement for doing something. Motivation is the word which is responsible for entire human behaviour.

"In psychology we define motivation as a hypothetical internal process that provides the energy for behaviour and directs it towards specific goal." According **to Baron Byrne& Kantowit: Psychology, 1980, p.293**. Most of our everyday explanation of behaviour is given in terms of motives. Why do we come to school or college? There may be any number of reasons for this behaviour, such as we want to learn or to make parents happy, to get a good job and so on. Some combination of these reasons or other would explain why we choose to go in higher education. Motives also help in making predictions about behaviour. A motive is a specific need or desire that arouses the organism and directs its behaviourtowards the goal. Basically, there is biological(**inborn**) and psychological (**acquire**) motives. Biological motives include hunger, thirst, sex, sleep and elimination motive. Without these motives man cannot exist in his life. Other hand social motives are mostly learned or acquired. Social groups such as family, school, friends and neighbourhood do contribute a lot in acquiring social motives.These motives live man with biologically but without these motives does not healthy exist in society. Psychological motives include need for achievement, need for affiliation, need for power, need for aggressiveness and approval motive. The need for achievement is the best researched psychological motive. The term **needs for achievement**were first introduced by **Henry Murry in 1938** in his book**"Explorations of**

Personality" where he used it in the sense of over-coming obstacles or being regularly willing to take a different task. Active researcher in area (**n Ach**) includes **David McClelland.**

Achievement motivation (**often termed as need for motivation**) is the desire to accomplish difficult tasks and to excel.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievementmotivation is an essential element of human personality. It directs a person's activity and makes it more or less dynamic. Without the desire to succeed otherpsychological features and abilities do not provide nearly so much influence on performance. Acc. to **Munn, Fernald & Femald**, "Achievement motivation is defined as a desire for attaining some specific standard of excellence."

"Achievement motivation influences other factors affecting performance in spot like: physical preparation, techniques, tactics and even life style" **(Gracz& Sankowski,1995).** "The achievement motivation is conceived as latent deposition which is manifested in over striving only when the individual perceives performance as instrument to a sense of personal accomplishment."**According to Atkinson andFeather**

Achievement motivation is based on reaching success and achieving all of our aspiration in life. Therefore,researcher willbe tried to find out relation between academic resilience and achievement motivation. Achievement motivation is essentially a type of motivation that is personal in nature. The basis of Achievement motivation is the achievement motives, i.e., motive to achieve. Those who engage themselves on achievement motives are said to work under the spirit of achievement motivation. In general, Achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performance, where as in the field of education, in particular it stands for the pursuit of excellence. Achievement motivation key aspects of man's personality. Being achievement motivated gives self-respect and keeps us productive. Achievement motivation consists of four elements, i.e., mastery of needs, work orientation, competition and personal unconcern.

Mastery of needs-An individual prefers jobs that are intellectually demanding, challenging and thought-oriented. He/she enjoys playing a leadership role in groups and is able to complete tasks already started.

Work orientation- An individual tasks a pr-active attitude towards work and loves what he/she does. He/she obtains sense of satisfaction from work any pursues self- realization and growth.

Competition- An individual hopes for victory and has to desire to win over others.

Personal unconcern- An individual does not consider success or stellar performance to be the cause of being rejected by others. In other words, there is no fear of success.

1.4 LEARNING OUTCOMES

Learning is the outcomes of teaching. Every organism who comes in this world is equipped with certain inborn capacities to enable him to face and control the environment. When organism comes in contact with his environment certain necessary adjustment in the behaviour is needed. This adjustment in behaviour is the result of acquisition of various habits, skills, attitudes and knowledge which is actually learning in simple term. Learning outcomes indicating the end result for a learner following a learning activity; stated in what a person can observe the learner do at the end of a learning activity. A student gains knowledge from entry behaviour to terminal behaviour in given time period is generally called academic achievement /learning outcomes. Learning outcome is a clear statement of what a learner is expected to be able to do, know about value at the completion of a unit of study and how well they should be expected to achieve those outcomes. It states both the substance of learning and how its attainment is to be demonstrated. Learning outcomes provide a platform for countries to initiate reforms and restructure education systems.

1.5 FAMILY ENVIRONMENT

The family is the oldest and most important of all the institutions that man has devised to regulate and integrate his behaviour as he strives to satisfy his basic needs. The family is basically a unit in which parents and children live together and traces of family can be found in all societies.It is generally told that the family began the cycle of institutional building.The family is the first to affect the individual. It is the family which gives the child his first experience of living. Family influences one's behaviour and personality throughout life. Family is the backdrop where the child learns to deal with his emotions and drives and then handles his problems in a socially acceptable manner. Family is the first school of the child. It plays an important role in the development of the child. It is the social agency which develops the skill of socialization in the child. **Environment** stands for all those circumstances which are asserting their influence at the child since womb to tomb. The child's harmonious development depends upon his abilities to adjust himself to his environment. The family environment is influenced by many factors like the nature of family

constellation; no. of children in family; marital relationships between husband and wife; maternal(paternal) employment and socio-economic and religious background of the family.

According to**Newman and Newman (1981**) family environment is the first and perhaps the most enduring context for growth, adjustment within the family means, identifying with models, accepting values and playing out family roles. The family environment is the complex of social and cultural conditions, the combination of external or extrinsic physical conditions that affects and influences the growth and development of the members of the family, the most intrinsic fundamental social group which includes parents and their children (**Bhatia,1993**).Factors that influencing family environment are inter-parental conflict, family interaction, parents 'temperaments, parents' alcoholic habits, parents' attachment and family functioning.

REVIEW OF RELATED LITERATURE

Review related to Academic Resilience

Lee (2016) studied that some students who have showed resilient behaviour's like (have overcome negative experiences, gained inner strength in the process) had a person in a supporting role with whom they have achieved a positive emotional connection and source of encouragement when things did not look well. Emotional support and guidance provided by significant others like teachers, parentsand peer groups played a key role in improving the academic performance and in the absence of emotional support, performance and achievement was not satisfactory.

Morales (2016) examined the approach of university students towards adversities and their emotional support mechanisms. The literature review of the study points out the dire need to improve emotional resilience in university students so that they may not face either personal or educational setback. The study recommends that it is the duty of college administrators to promote resilience among students by creating such an environment at school which fosters personal and professional development among students as fostering resilience will impact students' lives in positive ways by creating a better future for our society.

Narayanan (2016) conducted a study on the sample of 377 first year local under graduate students from Public University of Malaysia. The study was conducted to find out the role of perceived social support and self-efficacy as predictors of resilience among students. In this study the effects of certain variables like stress, age, gender, and cumulative grade point average (CGPA) were controlled. Application of multiple regression revealed that both perceived social support and self-efficacy were significant predictors of resilience. The

interaction effect between these variables was also found to be positive as well as significant. With the application of ordered probate model, it also came into light that in case a student scored higher on levels of perceived social support as well as on self- efficacy, it lowered the probability of the student falling in the category of low resilience and increased the probability of being in the moderately and highly resilient category.

Muhammad and Munawar (2017) conducted an experimental research to ascertain the effectiveness of intervention programme in fostering academic resilience of students at risk of failure at secondary school level. The study was conducted on 62 students of 9^{th} and 10^{th} class. The control group was treated in traditional manner. One of the researchers acted as a resilience teacher. The treatment lasted for three months. The pre-test and post- test analysis revealed that the intervention was significantly effective in enhancing students overall academic resilience.

Rajanet al. (2017) conducted study on "the influence of locus of control, academic engagement and self-efficacy on the academic resilience among the school children." The study was primarily conducted on high school students from Malabar, Kerala, India. Intotal 155studentsweretakenintoconsideration,out of which81werefemalesand74weremale students. Results indicated positive correlation between academic resilience and self- efficacy. Further female group indicated a significant difference ($t = 3.53$, $p < 0.01$) from male group in academic resilience indicating that females are higher in their academic resilience as compared to the males.

Houpy (2017) conducted study on 62 (3^{rd}year) and 55 (4^{th}year) medical students of University of Chicago and found that these students confront multiple stressors during their clinical years. Results indicated that medical student mean resilience was lower than the general population sample. Resilience was also found higher in males in comparison to females. Study helped to conclude by fostering resilience, negative effects of stressors can be mitigated, burnout can be prevented, and students can be enabled to thrive after difficult experiences.

Dr Abdul Kadar, Noora & Abad, Mohd (2017) investigated the relationship between Academic Resilience and Protective Factors among senior secondary students. 200 senior secondary students as data with simple random sampling was collected. The finding of the study revealed that there is a positive correlation between academic resilience and proactive factors among senior secondary school students.

OECD (2018) Organization for Economic Co-operation and Development conducted a research regarding academic resilience among children from 70 different countries, wherein it was found that Asian children are among the most academically resilient one in the world. As par the research 6 out of 10 regions pertaining to children with high academic resilience were located in Asia. Hong Kong (53% successful candidates), Macao (52% successful candidates) and Singapore acquired the top three positions in the research. Overall, 25% students were found as resilient, out of 70 countries covered under research.

Karabiyak, C. (2020) studied entitle "Interaction between academic resilience and academic achievement of teacher trainee's". Researcher used the **Academic Resilience Scale** (**Cassidy, 2016**). A sample of 198 English language teachers of foundation university in Turkey was collected. Descriptive results showed that participants scored highest on reflecting and adaptive help-seeking. The results of multiple regression analysis manifested reflecting and adaptive help-seeking to be the only significant predictor of GPA.

Review related to Achievement Motivation

Maheswari & Aruna(2016) investigated a study entitled "Gender difference and achievement motivation among adolescent school students." The researcher used census method to select the sample. Hence all the 128 respondents of 10^{th} standard of both the gender studying in N.N. Ramnath Ayer high school, Nangavaram, Karur district were comprising the sample to collect the data. The major finding of this study revealed that a little more than half of respondents (55.5%) were having low-level of achievement motivation and the remaining respondents (44.5) having high level of achievement motivation. 'Z' Test was applied and it was inferred that there exited significant difference in gender with regards to their achievement motivation, female respondents were better than the male respondents in achievement motivation.

Tamilselvi & Devi (2017) carried out research work on "A study on achievement motivation of higher secondary in Coimbatore district." 100 students studying in class 11^{th} of government higher secondary school students of Coimbatore district were selected as sample by adopting simple random sampling techniques. Investigator herself developed and validated a tool namely 'Achievement Motivation Scale' for the purpose of collecting data. Finding of the study revealed no significant difference in achievement motivation between male and female students between Arts group students and Science group students between rural and urban school students. Study further remarked significant difference in achievement motivation between students from nuclear and those from joint family. In addition to this no

significant difference in achievement motivation between students with parents who have school level education and those with parents who have college level education.

Nail &Kiran (2018) conducted a study with the objective to explore the correlation between Emotional Intelligence and Achievement Motivation of senior college students and to comparison between boys and girls. Accidental sampling method was used to select a sample of 150 undergraduate students 75 male &75 female) from Ahmednagar city. **Achievement Motivation Scale by Bhargav (1994)** and **Emotional Intelligence scale by Schulz et al. (1998)** was administered. Results indicates significant positive correlation between Achievement Motivation and Emotional Intelligence of college students. Significant gender differences on emotional intelligence were found and female scored higher than males on emotional intelligence, whereas no significant gender difference was found on achievement motivation.

Review related to Learning Outcomes

Kalapriya and Anuradha (2015) examined the Emotional Intelligence and Academic Achievement among Adolescents. The sample comprised of 100 college students ranging in age between 16-17 years studying in Junior and Senior intermediate in **Tirupati** town. The sample consisted of 50 boys and 50 girls' adolescents. The participants were administered with **Emotional Intelligence scale** developed by **Mangal and Mangal (2004**). Chi-square test was used for analysis of the data. The results of the study indicate that there is significant difference between Emotional Intelligence and Academic Achievement among Adolescents.

Nadeem and Ahmad (2016) studied Emotional Intelligence and Academic Achievement of Higher Secondary Students. The sample of the study compromised of 200 higher secondary students (N=100 Boys and 100 Girls) of 12^{th} grade selected randomly from various higher secondary schools of district Budgam. **Roqan Emotional Intelligence** test was used to collect data from the selected sample. The aggregate marks of previous two classes were taken as their academic achievement. Percentage, mean, s.d., and (t) test were used for the analysis of data. The findings of the study revealed the male and female higher secondary students differ significantly on the composite score of emotional intelligence. The study further highlighted the male higher secondary students.

Ramesh, Samuel and Ramkumar (2016) examined the relationship between the level of Emotional Intelligence and Academic Achievement of the students by review of the studies conducted in India and worldwide with particular emphasis on the impact of emotional intelligence on the academic achievements of the students in general and college students in

particular. The findings of the study revealed that positive relationship exists between emotional intelligence and academic achievement among students.

Review related to Family Environment

Kaur (2014) conducted a study on the levels of alienation among college students of Jammu and Kashmir in relation to their emotional maturity and home environment. Studies was conducted on a sample of 200 students of Jammu and Kashmir and results revealed that there is no significant relationship in alienation and home environment of college students of Jammu and Kashmir which means that alienation is not due to home environment.

Ryan Charles Meldrum, George Connolly, Jmie L. Flexon (2015), examines associations between parental low self-control, aspects of the family environment and officially recorded juvenile delinquency among a sample (101) of juveniles processed through a juvenile justice assessment facility located in the Southern eastern United States. Further it considers whether aspects of family environments, particularly family cohesion, family conflict and parental efficacy, mediate the influence of parental efficacy, mediate the influence of parental low self-control on delinquency. Analyses of the results indicate that parental low self-control is correlated with various aspects of family environments and juvenile delinquency and that the association between parental low self-control and juvenile delinquency is mediated by family environments.

Mubasheer and Shivappa (sept,2016) studied the reports the level of family environment of undergraduate women teachers in Mysore city. A total number of 264 women teachers working as permanent and temporary basis belonging to different age groups were randomly selected for the study. They were administered Family Environment Scale, consisting of 90 items measuring family environment in 10 dimensions. The family environment scale was measured in following dimensions- cohesion, expressiveness, conflict, independence, achievement orientation, intellectual orientation, active recreational, moral religious emphasis, organization and control. The data were subjected to (t) test and one -way ANOVA to find out the influence of job nature and age. Results revealed that those who were working on permanent basis has significantly higher cohesion, conflict, intellectual orientation, organization and control age has a direct influence, as the age increased the mean scores in the above 5 dimensions increased more or less linearly significantly.

1.6 JUSTIFICATION OF THE PROBLEM

The modern time is an era of technology in which educational facilities easily available to every person with the touch of finger or at the click of mouse. Academic excellence is the

only key to meet the global challenges. In competitive world student has to face lots of difficulty in getting academic success at par with global demand. These circumstances createacademic pressure among the students. Students can be successful only if they overcome all these challenging situations and difficulties. Many studies have shown that students who are academically resilient easily cope-up with difficulties and challenges in their life.

The review of literature indicates that there has been large number of studies ongeneral resilience. It has also been studied that school students faces many problems related to examination related success. Thus, due to peer and parental pressure many studentscommit suicide. To overcome that suicidal situation, academic resilience is the field that needs to be explored. In this present study researcher has made a modest effort to fill-up the gap by undertaking the present study to explore the academic resilience of senior secondary school students in relation to achievement motivation, learning outcomes and family environment.

1.7STATEMENT OF THE PROBLEM: This study is entitled as**"A STUDY OF ACADEMIC RESILIENCE OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO ACHIEVEMENT MOTIVATION, LEARNING OUTCOMES AND FAMILY ENVIRONMENT**." It would be exploring the academic resilience, academic motivation, learning outcomes and family environment of senior secondary school students. Further the influence of academic motivation, family environment and learning outcomes on academic resilience among senior secondary school students will be studied.

1.8 OPERATIONAL DEFINATIONS-In the present study, various terms will be used are defined as:

ACADEMIC RESILIENCE -Academic resilience is the student's ability to deal effectively with academic setbacks, stress and study pressure. In the present study, academic resilience will be gauged by using **Academic Resilience Scale (ARS)** by **Mihir Mallick &Simranjit Kaur (2016)** with respect to following dimensionsacademic confidence, sense of well-being, motivation and ability to achieve goals,relationships with peers and adults and emotional regulation and physical health.

ACHIEVEMENT MOTIVATION-Academic motivation refers to the desire of a person to meet certain standards of excellence. It is acquired by children during the formative stages of social development.Being achievement motivated gives self-respect and keeps us productive.

In the present study, achievement motivation will be gauged by using **Achievement Motivation Scale** by**Dr V.P. Bhargava (2019).**

LEARNING OUTCOMES-Learning is the outcomes of teaching. Learning outcomes indicating the end result for a learner following a learning activity. A student gains knowledge from entry behaviour to terminal behaviour in given time period is generally called learning outcomes. Learning outcomes are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, program. In the present study, learning outcomes will be measured by using self -developed questionnaire by researcher.

FAMILY-ENVIRONMENT - Family environment is the first and perhaps the most enduring context for growth, adjustment within the family means, identifying with models, accepting values and playing out family roles. The strongest factor in the casting a child's personality is his relationship with his parents. In the present study, academic resilience will be gauged by using**Family-Environment Scale (FES)** by **Dr Bhatia &Dr Chadha (2019)** with respect to 8 dimensions which are cohesion, expressiveness, conflict, acceptance and caring, independence, active,system maintenance dimensions, organization and control.

SENIOR SECONDARY SCHOOL STUDENTS-Those students who are studying in 11th & 12th class students.

1.9OBJECTIVES OF THE STUDY-The main objective of the present study is to explore the Academic Resilience of senior secondary school students in relation to Achievement Motivation, learning outcomes and Family Environment. To achieve the main objective, sub-objective framed in the study is as follows-

1. To compare the senior secondary school students on different dimensions of academic resilience with respect to their demographic variables.
2. To compare the senior secondary school students on achievement motivation with respect totheir different demographic variables.
3. To compare the senior secondary school students on learning outcomes with respect to their demographic variables.

4.To compare the senior secondary school students on different dimensions of family environmentwith respect to their demographic variables.

5.To study the relationship between different dimensions of academic resilience with achievement motivation of senior secondary school students.

5.1. To study the relationship betweenacademic confidence dimension of academic resilience with achievement motivation of senior secondary school students.

5.2.To study the relationship between sense of well-being dimension of academic resilience with achievement motivation of senior secondary school students.

5.3.To study the relationship between motivation and ability to achieve goals dimension of academic resilience withachievement motivation of senior secondary school students.

5.4.To study the relationship between relationships with peers and adult's dimension of academic resilience withachievement motivationof senior secondary school students.

5.5. To study the relationship between emotional regulation and physical health dimension of academic resilience with achievement motivation of senior secondary school students.

6.To study the relationship betweendimensions of academic resilience with learning outcomes of senior secondary school students.

6.1.To study the relationship between academic confidence dimension of academic resilience with learning outcomes of senior secondary school students.

6.2.To study the relationship between sense of well-being dimension of academic resilience with learning outcomes of senior secondary school students.

6.3. To study the relationship between motivation and ability to achieve goals dimension of academic resilience withlearning outcomes of senior secondary school students.

6.4. To study the relationship between relationships with peers and adult's dimension of academic resilience with learning outcomes of senior secondary school students.

6.5. To study the relationship between emotional regulation and physical health dimension of academic resilience with learning outcomes of senior secondary school students.

7.To study the relationship between dimensions of academic resilience with family environment of senior secondary school students.

7.1. To study the relationship between academic confidence dimension of academic resilience with family environment of senior secondary school students.

7.2. To study the relationship between sense of well-being dimension of academic resilience with family environment of senior secondary school students.

7.3. To study the relationship between motivation and ability to achieve goals dimension of academic resilience with family environment of senior secondary school students.

7.4. To study the relationship between relationships with peers and adult's dimension of academic resilience with family environment of senior secondary school students.

7.5.To study the relationship between emotional regulation and physical health dimension of academic resilience with family environment of senior secondary school students.

1.10HYPOTHESES OF THE STUDY

1. There will be no significant differenceon academic resilience of senior secondary school students with respect to their demographic variables (Locality and Gender).

2.There will be no significant difference on achievement motivation of senior secondary school students with respect to their demographic variables (Locality and Gender).

3.There will be no significant difference on learning outcomes of senior secondary school students with respect to their demographic variables (Locality and Gender).

4.There will be no significant difference on family environment of senior secondary school students with respect to their demographic variables (Locality and Gender).

5.There will be no significant relationship betweendifferent dimensions of academic resilience with achievement motivation of senior secondary school students.

5.1 There will be no significant relationship between academic confidence dimension of academic resilience with achievement motivation of senior secondary school students.

5.2 There will be no significant relationship between sense of well-being dimension of academic resilience with achievement motivation of senior secondary school students.

5.3 There will be no significant relationship between motivation and ability to achieve goals dimension of academic resilience with achievement motivation of senior secondary school students.

5.4 There will be no significant relationship between relationships with peers and adult's dimension of academic resilience with achievement motivation of senior secondary school students.

5.5 There will be no significant relationship between emotional regulation and physical health dimension of academic resilience with achievement motivation of senior secondary school students.

6.There will be no significant relationship between different dimensions of academic resilience with learning outcomes of senior secondary school students.

6.1 There will be no significant relationship between academic confidence dimension of academic resilience with learning outcomes of senior secondary school students.

6.2 There will be no significant relationship between sense of well-being dimension of academic resilience withlearning outcomes of senior secondary school students.

6.3 There will be no significant relationship between motivation and ability to achieve goals dimension of academic resilience withlearning outcomesof senior secondary school students.

6.4 There will be no significant relationship between relationships with peers and adult's dimension of academic resilience withlearning outcomes of senior secondary school students.

6.5 There will be no significant relationship between emotional regulation and physical health dimension of academic resilience withlearning outcomes of senior secondary school students.

7.**There will be no significant relationship between different dimensions of academic resilience with family environment of senior secondary school students**.

7.1 There will be no significant relationship between academic confidence dimension of academic resilience with family environment of senior secondary school students.

7.2 There will be no significant relationship between sense of well-being dimension of academic resilience with family environment of senior secondary school students.

7.3 There will be no significant relationship between motivation and ability to achieve goals dimension of academic resilience with family environment of senior secondary school students.

7.4 There will be no significant relationship between relationships with peers and adult's dimension of academic resilience with family environment of senior secondary school students.

7.5 There will be no significant relationship between emotional regulation and physical health dimension of academic resilience with achievement motivation of senior secondary school students.

1.11 DELIMITATIONS

1.This study will be delimited to Haryana state only.

2.This study will be confined to senior secondary school students only.

CHAPTER 2. PLAN AND PROCEDURE-The decision about the plan and procedure to employ however depends upon the nature of the problem selected and the kind of data necessary for its solution. Method selected should always be appropriate to the problem under investigation. It must be pre planned and well understood. Some changes and addition in the details of the methods may be necessary as the study proceeds but the main plan of the approach should be ready at the start and the researcher should be able to describe it clearly. Descriptive survey method will be used for present research.

2.1 DESCRIPTIVE SURVEY METHOD

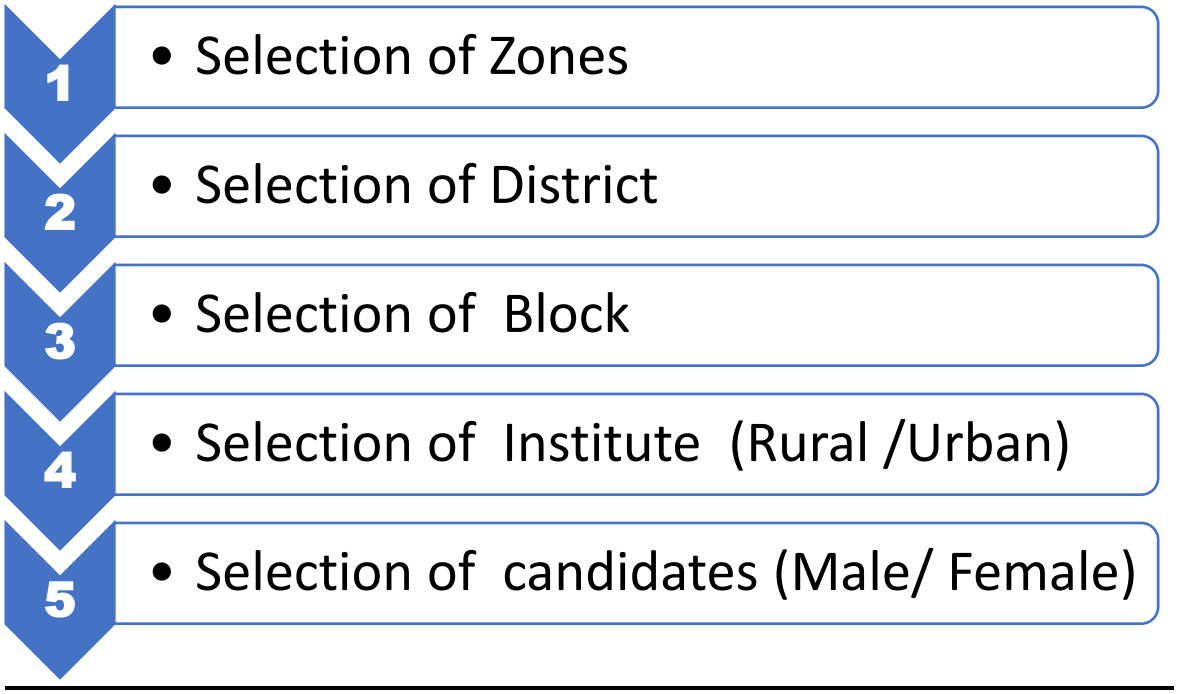
2.2 POPULATION-Students of senior secondary school of Haryana will constitute the population of the study.

Sample Size: In order to achieve this objective a sample of **640 senior secondary school Students** will be selected from schools of Haryana.

Sampling Technique: Investigator will collect the data by **multistage random sampling.**

- **Stage One:** Four zone will be selected randomly from different administrative zones of Haryana.
- **Stage Two:** One district will be selected randomly from each zone.
- **Stage Three:** Two block will be selected randomly from each district.
- **Stage Four:** Four rural and four urbanSenior secondary schools will be selected randomly from each block.
- **Stage Five:** 10 Students from each school (5 male and 5 female) will selected randomly for the sample of present study.

Sample Design



2.4 VARIABLES

Independent Variables – Achievement Motivation, Family Environment and Learning Outcomes

Dependent Variables – Academic Resilience

2.5TOOLS WILL BE USED

1.**ACADEMIC RESILIENCE SCALE (ARS)**byDr. Mihir Mallick & Kaur(2016).

2.**ACHIEVEMENT MOTIVATION SCALE(AMS)** by Dr. V.P. Bhargava(2019).

3.**FAMILY -ENVIRONMENT SCALE (FES)** by Dr. Bhatia &Dr Chadha (2019).

4.**LEARNING OUTCOMES TEST** Will be developed and standardized by researcher.

2.6 STATISTICAL TECHNIQUES

In this study, appropriate statistical techniques will be used.

2.7 PROCEDURE OF DATA COLLECTION

With the intent to collect data, investigator would be approached the respondents personally and oriented them regarding importance of research work. After seeking the permission of higher authorities of concerned educational institutions for data collection, the investigator would approach respondents and oriented them regarding the entire procedure to fill up the scales. As far as data collection is concerned, all scall pertaining to variables under study would distribute among senior secondary students. In all, the scales (Questionnaires) would distribute among appropriate numbers of senior secondary students. All the respondents would be handed over set of four tools concerning the variables of the study. The investigator will convince the students to not to feel hesitant in giving frank and genuine response to the items included in the scales.

CHAPTER 3 DATA ANALYSIS AND INTERPRETATION

In this section, proposed methodology to be followed to tabulate/collate various data collected for the study should be noted.Appropriate statistical techniqueto be applied for data analysis should be mentioned; and how will the analysis be interpreted in relation to the stipulated objectives and hypotheses of the study and how conclusion be drawn should be noted.

CHAPTER 4 DISCUSION OF RESULTS AND IMPLICATIONS OF THE STUDY

In this section it should be mentioned how the results obtained as above will be discussed; how and in what respect implications for theory, policy and practice be drawn; in what way

the results support/contradict previous such findings and what contributions it marks to scientific theories or interpretation.

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Chapterisation: -

1. Introduction
2. Review of Related Literature
3. Research Methodology
4. Analysis and Interpretation of Data
5. Findings Educational Implications / Suggestions /Disclosures
6. Summary
7. Bibliography /References

----------Ph.D. Scholar Sushil Kumar----------